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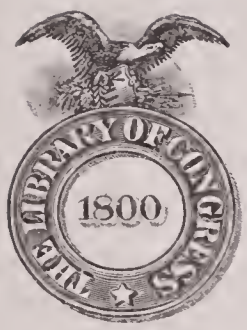
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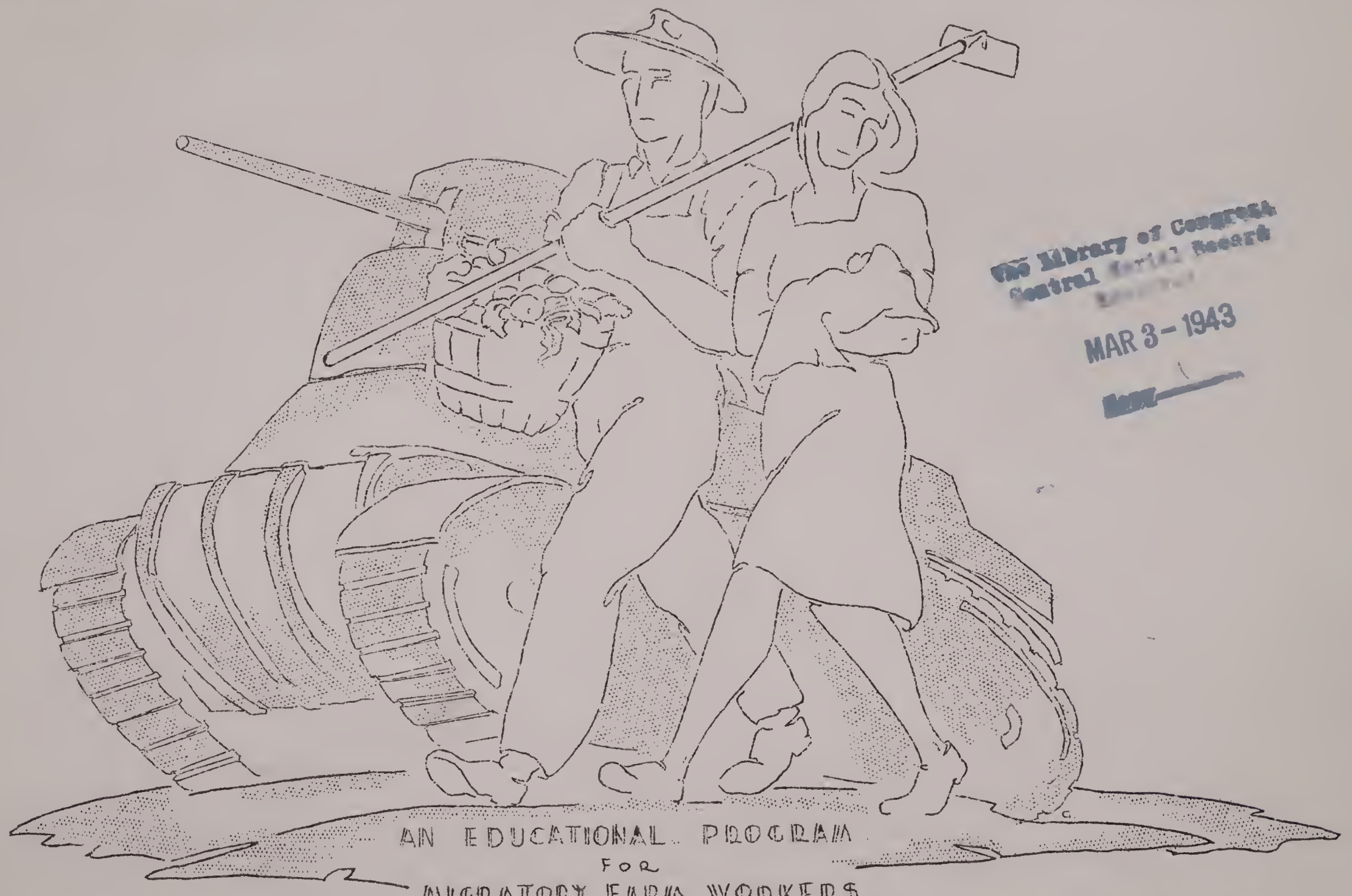
WAR WEAPONS FOR WAR WORKERS



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AN EDUCATIONAL PROGRAM
FOR
MIGRATORY FARM WORKERS

• DEPARTMENT of AGRICULTURE • FARM SECURITY ADMINISTRATION • — REGION 8 •

UNITED STATES DEPARTMENT of AGRICULTURE
U.S. FARM SECURITY ADMINISTRATION

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WAR WEAPONS FOR WAR WORKERS

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DALLAS, TEXAS
July, 1942

I N T R O D U C T I O N

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The initiation of the defense program in 1940 stimulated the formulation of numerous civilian defense activities concerned with the health and welfare of the general population. Various agencies and individuals have prepared educational outlines dealing with the different aspects of health and welfare.

These numerous study courses have been pitched on a somewhat higher educational plane than that attained by the ordinary migratory farm worker and apply to a somewhat higher level of living than that enjoyed by the farm labor group. War Weapons for War Workers has been assembled to fill the gap left by the other programs.

It is fitting that a program should be developed for the farm labor group. The group is composed of true war workers whose daily work in the fields planting and harvesting citrus, vegetable, grain and cotton crops constitutes a daily contribution to the war effort. Only as his mental and physical health is good can the laborer make his utmost contribution. His enforced migratory habits, his limited financial resources, and his limited opportunities to maintain permanent contacts make it difficult for the migratory laborer to satisfy his health and recreational needs in the ordinary manner. His mode of living and the conditions of the quarters he must occupy accentuate these same needs. Hence, an educational program through which he may learn simple practical hygenic practices, the fundamentals of home nursing, the rudiments of safety, first-aid and sanitation, and the primary elements of group recreation for the family is sorely needed.

These same practical practices are the War Weapons the War Workers must use to attack the mental and physical disabilities which may prevent his attaining maximum usefulness as a producer and processor of essential War Materials. It is hoped that this outline will help the worker whose help is needed to produce the food which will win the war and the peace which follows the war. If it charts the course which local supervisors may follow in developing practical interesting educational programs and helps produce healthier happier families who can make a greater contribution to the democratic way of life, it will have served its purpose.

"WAR WEAPONS FOR WAR WORKERS"

An Educational Program For Farm Laborer Families

OBJECTIVES

General:

1. To develop an awareness among low-income farm-worker families of the need for good health habits, sanitary environment, and adequate personal skills as weapons against sickness and disease.

2. To develop ways and means for providing good health habits, sanitary environment, and adequate personal skills within the limitations of income and levels of understanding of families employed as farm workers in Texas.

Specific:

1. To teach fundamental relation between individual health and cleanliness habits in order that home and family can be made safe.

2. To build up a basic understanding of the principles of prevention and control of disease in order to lessen communicable disease and their ill effects.

3. To develop practical knowledge in the home care of the sick so that simple illnesses and home emergencies may be met with safety and efficiency.

4. To develop a better understanding and an attitude of interest and cooperation among migrant farm workers in solving community health problems in an effort to make more effective the work of health agencies to the end that the community may become a better place in which to live.

5. To build stronger, healthier, and happier American farm workers through knowledge of nutrition.

UNIT TITLE: Home Nursing and Care of the Sick

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
The Home Nurse			
I. What are the Qualifications of a good home nurse?			
1. Personal hygiene and cleanliness			
(1) General body care			
Hair	Demonstrate preparation and use of soap jelly shampoo from soap scrap	Collection of soap not made up; bottle of shampoo made up at home	"Red Cross Textbook on Home Hygiene and Care of the Sick" - Delano, The Blakiston Co., Philadelphia. "Healthful Living" - Williams
Skin	Demonstrate limit or egg white for home facial	Limit and egg white plus flour or sugar sack face cloth and towel	
Teeth			
Simple facts on teeth	Show charts on teeth formation; show foods that build sound teeth; demonstrate proper brushing of teeth; demonstrate and show soda and salt as cleansers for teeth, also mouth wash. Emphasize 10¢ brush for each family member	Charts and pictured posters of tooth structure	"The New Jersey State Dental Journal", published by N.J. St. Dental Society, 20 W. 9th St., Bayonne, N.J. 25¢ per copy. "Some Modern Facts About Healthy Teeth" Prepared by the National Dental Hygiene Assoc., Shoreham Bldg, Wash., D.C. "Some Diseases of the Mouth and Their Relation to Health" Distributed by Bureau of Public Relations, American Dental Assoc., 212 E. Superior St., Chicago, Ill.
Simple and low-cost care		Charts of steps in brushing teeth Salt, soda and water as cleaners Desirable dime store tooth brushes for comparison	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
I. Teeth (Continued)			"Questions About Your Teeth", N.J. St. Dept. of Health
Bodily cleanliness Baths inside and outside body	Demonstrate salt water or borax bath for body odors, also douches	Table salt, baking soda, borax	
Clean clothing	Emphasize clean underwear daily	Pictures of skin rashes from soiled clothes	
2. Physical fitness and well-being	Explain how heights of working surfaces affect posture	Poster of women working in kitchen at table too low, of woman washing clothes with tub on the ground.	"Posture and Gait", Texas State Department of Health
1. Posture	Demonstrate proper sitting, standing, and reclining posture. Go through exercises to improve posture.	Use line diagrams and few words on posters. Class of women exercising led by nurse or home economist.	
2. Exercise and fresh air	Set up minimum exercise needed daily. Discuss and show proper ventilation of sleeping rooms. (Take group to a shelter unit)		
3. Balanced diet for health	Show posters of protective foods	Posters	"Texas Food Standard" Bulletins from Metropolitan Life Insurance Co., and John Hancock Life Insurance Co. "Feed Your Body to Protect Your Health", N.E. Dairy & Food Council, 711 Bozlaton St., Boston, Mass.

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
3. Continued			"What to Eat and Why" John Hancock Life Insurance Co.
4. Regular elimination of wastes from body	Set up regular time for elimination daily. Show foods that act as laxatives and roughage. Show poster of number of glasses water to drink daily.	Posters	Current Household Magazines collected from local Church groups and youth clubs.
5. Comfortable clothes and shoes	Exhibit loose and comfortable low-cost clothing for work and best wear for migrants. Emphasize non-binding features. Exhibit good and poor shoes.	Actual clothing and shoes that can be made or bought within income of migrants	"Minimum Clothing Standards for Migratory Families" - Region 8 publication Mail order catalogues
3. Cheerfulness and Calmness			
4. Ability to schedule work for routine care of one sick at home	Work out a sample, simple schedule. Show migrant homemaker how to make a simple time chart for medicine. Do not rely on memory.	Schedule for sick person made out on used paper sack or card board.	
5. Consideration for other family members	Demonstrate use of soaps & disinfectants to avoid spread of disease to other family members. Demonstrate sterilization of glasses, etc. used by sick person	Hand soaps and disinfectants Glasses, boiler, water, stove, cup towel or dish cloth made from sacks.	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. How Can We Keep a Healthful Home? 1. Keep out disease carriers and dangerous pests. Flies Mosquitos Poaches Bed bugs Ants Fleas	Discuss dangers to health from pests; show pictures of pests and point out where germs are carried; set up ways to prevent getting pests in the home and write on a blackboard; hand out individual copies of a simple way to get rid of each pest. Demonstrate ways of killing each pest.	Film on flies from State Health Department	Booklet on "Flies", Texas Tuberculosis Assn., Austin, Texas (also available printed in Spanish). "Typhoid and the Fly", Texas State Board of Health. "Home Hygiene and Care of The Sick", Red Cross Textbook. Extension Division Leaflets, Texas A & M College, Bryan, Texas.
2. Prevent Accidents Fires and Burns Falls Tripping and Stumbling Poisoning, etc.	Show pictures of how accidents happen in the home. Have group set up ways of making camp shelters safe from accidents.	Pictures and posters Blackboard	"Safe at Home", John Hancock. "Safety for the Household", U.S.Dept. of Commerce, Bureau of Standards. "Stop Carelessness" National Harvester Co. "Planning for Safety", Federal Works Agency, U.S.H.A. "Injuries in the Home and on the Farm", American Red Cross pamphlets published by Department of Agriculture, Dept. of Com., Dept. of Int., Chambers of Commerce, U.S.Ins. Dept., National Board of Fire Underwriters, N. Y., National Fire Protection Assn., Boston, Mass.

PROBLEMS	EXPERIENCE AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. Continued 3. Provide comfortable place to sleep	Learn how to make a bedstead at home. Demonstrate renovating a mattress. Demonstrate making a new mattress out of cotton, moss or straw. Exhibit improvised and bought sheets, etc. Show how to launder sheets, etc. Show how to make up a bed.	Exhibit of well-made mattress and bed which has been made at home. Samples of various materials out of which mattresses can be made--cotton, moss, straw, stripped paper, etc. Sheets clean--sheets dingy (for comparison)	
4. Eat under sanitary conditions Clean table Clean dishes Separate dishes for each family member Handle food in sanitary way	Demonstrate what not to do in handling food and what to do in handling food in a crowded shelter unit--dramatize in form of a skit with the class as players.	Exhibit of low-cost and homemade dishes. Exhibit of what not to do in handling food. Exhibit of sanitary food containers made from tin cans. Show an improvised serving table made from a large goods box.	
5. Keep home surroundings sanitary Covered garbage Sanitary toilet Safe water supply	Have group make a garbage can out of old cans and buckets. Show pictures of a sanitary pit toilet. Show pictures of how water gets contaminated.	Homemade garbage can Pictures showing the fly from the toilet to the table and to baby's mouth	
III. What knowledge (immunition against disease) should the home nurse have? 1. How can communicable diseased be controlled.	Name and discuss communicable diseases	Charts of communicable diseases in layman's language	"Red Cross Textbook" "Diphtheria," Texas St. Dept. of Health

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued Immunization Isolation Quarantine	Have nurse explain meaning and reasons for immunization, isolation and quarantine. Show a good smallpox scar. Explain how long immunizations last.	Actual smallpox scar on person	"The Control of Communicable Diseases" - Supt. of Documents, Wash., D.C.
2. What are signs and symptoms of sickness Appearance Actions Fever	Have nurse point out danger signals in appearance, in action and behavior. Demonstrate how to tell feverish condition if family has no thermometer	Chart of danger signals. Posters of healthy persons and ailing persons. Class members or a person actually applying to the nurse for medical help.	
3. What to do for common ailments and emergencies? Constipation Diarrhea Boils and styes Fainting Convulsions Cuts Burns Sprains Bruises Nail-in-foot Dog-bite Snake-bite Foreign body in the eye	Study causes and cures for constipation and diarrhea. Observe foods that prevent constipation. Observe foods that relieve and prevent diarrhea. Serve a family meal for each case. Demonstrate remedy and home treatment for each common ailment and emergency. Have women repeat treatment for practice.	Charts illustrating digestive tract. Exhibit of simple, low-cost foods. Copies of menus (diets) to relieve constipation and diarrhea. Collection of home materials and supplies for treatment of common ailments and emergencies, such as torn strips of worn sheets, towels, etc., newspaper, splints, boards, cardboard, wire netting, salt, soda, vinegar, kerosene, lard, soapsuds, milk	"Feeding the Family". Rose "Red Cross Textbook on First Aid"

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. What Skills Should the Home Nurse Have?			
1. How to care for the sick room? Ventilation adjustments Heating adjustments Lighting adjustments Cleaning the room Arranging the room Keeping room quiet	Have group meet in a shelter unit with limited furnishings and resources as background. Demonstrate ventilation, heating, lighting, cleaning and arranging the room for a sick person in the family. Show how to secure privacy for the patient in a one-room unit.	Demonstration shelter unit not occupied by a family. Shelter unit actually occupied by a family showing crowded conditions and limited home furnishings. Exhibit of ventilated screen for sick patient. (Screen made from scrap materials at no cost or low cost)	"Improvised Home Equipment for care of the Sick" - Olson "Caring for the Sick in the Home", John Hancock Life Insurance Co.
2. How to care for the patient? Daily care Teeth(mouth wash) Hair Hands Feet	Dramatize daily care of patient in home unit	Patient in bed in a home unit set up of improvised supplies and equipment found in the home of a migrant worker.	
Bed Bath	Demonstrate bed bath; have women repeat.	Supplies for giving a bed bath. Improvised sheets, etc. for making a bed.	Red Cross Textbook on "Home Hygiene and Care of the Sick", Delano
Making the occupied bed	Demonstrate making occupied bed. Have several women repeat same.		
Use of medicines Storage Following doctor's orders Dangerous medicine	Make low-cost medicine cabinet from crate. Fill with home needs. Show dangers of patent medicines	Crates, nails, tacks, hammer, saw or sharp knife necessary for making a low-cost medicine cabinet. Exhibit of patent medicine not needed.	
Taking temperature	Demonstrate ways of taking temperature.		
Feeding the sick Liquid diet Soft diet	Demonstrate preparation of diets for the sick from same foods the family eats	Simple foods for the sick on a supply table.	"Feeding the Family", Rose

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued Convalescent diet Full diet Arranging food to serve Care of dishes Diversions for the sick For older person For children Preventing physical discomfort Preventing bed sores	Exhibit improvised tray with food arranged to serve--emphasize small servings and cleanliness. Show how to sterilize dishes of the sick. Dramatize diversions for the sick. Demonstrate making patient comfortable, turning patient over in bed, lifting patient, how to change positions, etc. Demonstrate improvised pressure rings.	Board, large baking pan, or ironing board for improvised bed tray. Dishes, glasses, hot water, etc. Blackboard and chalk for listing diversions. Play or skit showing what diversions are possible at home. Patient in bed, leader demonstrating changes in position, etc. Small pillows, cotton pads, cotton batting rings wound with soft cloth.	"Diversions for the Sick" John Hancock Mutual Life Insurance Company
3. Improvising Sick Room Appliances Back rest Elevated bed Bed pan Waste pocket Food tray Bedside table Hot application Cold application	Demonstrate improvised back rest and elevated bed. Make improvised bed pan and waste pocket before group. Make improvised food tray from kitchen or household articles. Improvise hot and cold applicators at low or no additional cost to the family.	Padded washboard, small chair, suitcase, wooden blocks for elevating bed as needed. Newspaper, bread paper--several layers. Planks on legs, ironing board, two chairs. Machine next to bed with table top out. Goods box turned on end by bed. Ice bag made of oil cloth or other scrap material. Wrap in towel. Hot iron, hot stove lid, hot bag of salt, etc.	"Improvised Home Equipment for Care of the Sick," Olson

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued 4. How to care for the chronic and aged? Crippled family members Aged family members Convalescent family members	Demonstrate homemade wheel chair, crutches, bed pan, etc. Improvise shaded chair for old person outside the home unit. Have group set up ways and means of keeping convalescent happy. There's danger in relapse.	Chair on rollers, broom crutches; chair pot at level of bed; chair with hole in seat and slop jar underneath; blackboard and chalk for listing purposes; exhibit of old magazines, scissors, paste, etc. for making scrapbook; other materials that are available in the home.	
Diseased family members Tubercular Syphilitic	Emphasize with group need for separate dishes, etc. for a diseased family member. Show how to sterilize dishes, bed clothes, etc. for diseased family member		
UNIT TITLE: EVERYDAY HEALTH AND WELFARE OF THE FAMILY			
I. The Expectant Mother 1. What Care Should an Expectant Mother Have? (1) Preparation for pregnancy Mental hygiene 1. Fears 2. Birthmarks 3. Avoid emotional upset	Round table discussion led by nurse and home economist. Subject--"Preparation for Pregnancy"	Pamphlets from life insurance companies; poster with list of rules to follow in developing good mental attitude and good physical condition	Pamphlets from Metropolitan Life Insurance Co. and John Hancock Co. "Your Child's Teeth" Distributed by the Bureau of Public Relations, American Dental Ass'n, 212 E. Superior St., Chicago, Ill.

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
I. Continued			published by The Murray and Guggenheim. "Do You Want Your Baby to Have Good Teeth?" Dental Clinic, New York City; "Expecting a Baby", St. Dept. of Health, Trenton, N.J.; "Your Teeth and Your Baby's Teeth", Distributed by the Bureau of Public Relations, American Dental Ass'n., 212 E. Superior, Chicago, Ill.
4. The question of sexual relations Early medical consultation - physician - dentist.			
		Mimeographed sheet of rules	
(2) Proper diet Include essential elements Bone-building foods Tooth-building foods Tissue-building foods Protective foods Laxative diets Avoid: Too much salt Rich foods Overeating	Discuss mimeographed sheet with simple rules on "what to eat during pregnancy". Exhibit meal for pregnant woman, labeling bone-building, tissue-building, protective, and laxative foods. Emphasize fact that diet is taken from natural foods one eats and not a special store-bought diet, requiring much money in cost.	Display of balanced meal Mimeographed sheet with instructions for preparing Mimeographed sheet of simple rules on "What to Eat"	"Feeding the Family", Rose; "Everyday Foods", Harris & Lacey; "New Dietetics for High Schools", Willard and Gillett; "Everyday Nursing for the Everyday Home", Norlin and Donaldson.
(3) Exercise and rest and posture a. During pregnancy b. After delivery	Demenstrate posture and exercises during pregnancy and after delivery. Emphasize kinds of work pregnant women can do without injury.	Posture charts - also chart of human body with points labeled where binding clothes should be avoided.	Pamphlets from life insurance companies

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
I. Continued (4) Comfortable Clothing a. Underwear b. Dresses c. Shoes	Exhibit suitable comfortable low-cost clothing and shoes for pregnant woman. Point out parts of the body at which tight clothing is injurious	Display of actual low-cost garments or poster with pictures of right underwear, dresses and shoes for pregnant women. Point out how some clothes can be altered for normal use after delivery.	"Minimum Clothing Standards for Women in Migratory Farm-Worker Families" Mail order magazines
(5) Regular Health habits Baths Care of Skin Douches Elimination of bowels and kidneys Care of teeth Care of breast	Set up on blackboard before group a simple daily schedule for pregnant woman emphasizing regularity of habits. Demonstrate daily care of teeth; demonstrate care of breast.	Blackboard and chalk Charts on digestive tract Charts on structural composition of teeth; charts on brushing teeth. Home supplies for brushing teeth. Supplies for care of breast.	"Everyday Nursing for the Everyday Home", Norlen and Donaldson; pamphlets from life insurance companies
2. What Store of Knowledge does an Expectant Mother Need to Have? (1) What are common disorders to expect from pregnancy? Nausea and vomiting Heartburn Hemorrhoids Cramps in legs Constipation	Round table discussion of disorders and ways to relieve each	Mimeographed sheet with list of disorders to expect and practical suggestions for relief of each disorder	The following are general references in the field of prenatal care: "Prenatal Care", Children's Bureau, Publication No. 4; "Hygiene of Maternity", Children's Bureau, U.S.Dept. of Labor, Publication No. 90; "Suggestions for Care During Pregnancy", Mennen Company "Expectant Mothers", Mead.

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
I. Continued (2) How to prepare for the baby's coming? Supplies for mother Supplies for baby Toilet tray Small supplies Clothes Baby bed	Exhibit of necessary supplies for the mother available at lowest cost. Exhibit of low-cost supplies for the baby. Improvised toilet tray. Clothes made from sugar and flour sacks and low-cost materials. Baby bed made from crates, painted with 10¢ enamel. Hand out instructions for making.	Mimeographed list of supplies; collection of actual supplies needed; improvise articles wherever possible in order to lower cost. Improvise a collection of supplies for the baby; pan or box lid for tray; mayonaise jars, etc. as containers for bath materials—oil, soap, etc; low-cost clothing already made up; baby bed made from crates	Company "Information for Expectant Mothers", Metropolitan Life Insurance Co.; "A Safer World for Babies" Evaporated Milk Co., 203 N. Wabash, Chicago, Ill. "Home Hygiene and Care of the Sick", (Red Cross) Delano; "Improvised Equipment", Olson
(3) What to do when labor begins Preparation for delivery When to notify doctor or nurse Home delivery Camp or hospital delivery	Demonstration of preparation of shelter unit for delivery at home. Observe clinic set-up for hospital delivery. Follow with round table discussion of "What to do When Labor Begins"	Collection of low-cost supplies for home delivery. Clinical set-up Blackboard and chalk. Mimeographed sheets of information	
(4) What to do after the baby comes Length of lying-in period Cleanliness Diet Care of brea st Elimination Exercise	Round table discussion of health problems to observe after the baby comes	Pictograph chart of points to follow in health practices after the baby comes. This chart should be large illustrated with drawings or pictures depicting each rule to follow. Colored printing is more effective.	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. The Baby 1. What Care Does the Baby Need (1) The new-born baby Care of eyes Care of cord Care of genital organs Bathing--equipment and method Oil bath Water bath Scalp cleaning Daily Schedule Regular feedings Regular sleep Length of feedings Kinds of feeding Breast feeding How to nurse baby Care of the breast When to add liquids such as orange juice Weaning Bottle feeding Equipment Care of equipment Formulas	Round table discussion of the care of the new-born baby led by nurse Demonstrate oil bath; demonstrate water bath; demonstrate scalp cleaning (On real baby if possible) Discussion of importance of schedule; set up daily schedule for breast fed baby; set up daily schedule for bottle fed baby; compare with sample schedules approved by physician; demonstrate preparation of fruit juice (at Home) for baby; discussion of how and when to wean baby; demonstrate improvised sterilizer for baby's bottles and nipples	Pictures of a new-born baby. Collection of improvised bath tray and equipment as suggested in lesson, "Preparation for Baby." Poster of steps in bathing baby Sample schedules in cards; sample schedules in cards, (homemade); Fruit, improvised strainer made from screen wire on baling wire loop; bottle; waxed paper cover. ½ gallon oil can or coffee bucket, wooden rack cut to fit bottom, bottles, nipples-hot water.	"Prenatal Care", Children's Bureau; "Healthy Eyes", John Hancock Insurance Co.; "Infant Care", Children's Bureau, Publication No. 8; "Keeping the Well Baby Well" Children's Bureau, Publication No. 9. "Breast Feeding", Children's Bureau, Publication No. 8; "What Builds Babies", Children's Bureau, Publication No. 4; "The Baby", Metropolitan Life Insurance Company

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. Continued Keeping the formula without ice	Demonstrate cooler device for keeping formula without ice.	Wooden or wire rack inside pan of cool water, canvas cloth cover with ends in water. Place in window where there is breeze.	
(2) The Older Baby 1. Feeding the baby When to feed solid food What to feed How to prepare solid foods Teaching the baby to eat solid foods	Discuss mimeographed sheets of instructions on feeding solid food. Demonstrate home preparation of solid foods. Show how to boil, strain, and not to season vegetables. Exhibit homemade high chair and improvised serving tray for baby. (Tray to fit chair)	Sheets of instructions. Table with sample vegetables, boilers; sieve made out of a tin can; homemade wire mesh strainers. Homemade high chair; homemade feeding tray for baby- all made from boxes and crates. Homemade dishes and crooked handle spoon	"Feeding the Family", Rose; "New Dietetics for High Schools", Willard and Gillett. Bulletin - "Something From Nothing" Now under revision by WPA St. Office, San Antonio, Texas
2. Clothing the baby Types suitable Amount for different climates Care of diapers Care of other clothing Storage of child's clothing Dressing and undressing the young baby	Round table discussion of clothing for the baby and the young child at different ages. Exhibit of suitable low-cost clothing. Demonstrate care of diapers; demonstrate laundering other clothing. Improvise child's storage closet out of boxes and crates. Demonstrate dressing and undressing the baby. When can a child dress itself? Exhibit self-help clothing for pre-school child.	Posters with pictures of suitable low-cost clothing for young children under six. Exhibit of low-cost layette for baby. Exhibit clothing for children two to six years. Observation of demonstrations. Making and observing child's clothes closet. Exhibit of demonstration garments. (labeled in English & Spanish.) Brown paper copies of good patterns.	See general list of references on pages 12 and 13, also "Infant Care", Children's Bureau, Publication No. 8, U. S. Dept. of Labor

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. Continued 3. Bathing the baby The improvised toilet tray for the baby. Other equipment for the bath Procedure of the bath Care in handling the young baby Sanitary measures to prevent infection	Exhibit improvised bath tray for baby, also other equipment for bath. (In a shelter unit) Have experienced women demonstrate procedure for baby's bath. Others repeat Emphasize care in handling a child; emphasize sanitary measures to prevent infection.	Bath equipment on display. Charts (mimeographed) on steps in bathing a baby. Mimeographed information on handling a baby and sanitary measures to prevent infection.	
4. Keeping baby well Daily schedule Fresh air Sunshine--sun bath Sleep Prevention of disease Avoid Contacts with sick persons Clean habits Inoculation Sanitary measures and protection from flies and insects	Round table discussion on keeping baby well, led by nurse and home economist alternately. Set up daily schedules and disease preventing measures to follow for the 1 yr. old, 2 yr. old, 3 yr. old, 4 yr. old, 5 yr. old.	Educational leaflets and pamphlets. Mimeographed sheets of information compiled in both Spanish and English by nurse and home economist	"Daily Time Cards" (4 mos. to 2 yrs.) Children's Bureau, U. S. Dept. of Labor. Leaflet--"Keeping the Well Baby Well", U. S. Dept. of Labor, Children's Bureau, Folder 9

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. Continued 5. The Sick Child Mother's responsibility Signs of illness Avoid patent medicines Caring for the sick child Handle as little as possible Avoid spoiling Home treatments for fever and convulsions, etc. Proper elimination Bed care Room care	Round table discussion on the sick child; study poster with printed signs of illness. Dramatic skit on right and wrong way to care for a sick child. Point out need to avoid spoiling; also, demonstrate control of fever with sponge bath, ice in improvised bar, alcohol rub. Demonstrate treatment for convulsions. Demonstrate bed care and room care of a sick child. Discussion of the skit and demonstrations.	Educational information and posters. Observation of skit. Sheets of instructions on right and wrong ways to care for a sick child. Observation and discussion of demonstrations. Observation and discussion	
6. Common ailments of children (young) Colic Constipation Croup Earache Eye troubles Heat Rash Itch Impetigo	Exhibit of home supplies for the treatment of the common ailments listed. Demonstrate method of treatment in each case. Hand out sheets of instructions in each case	Exhibit of supplies taken from home kitchen and medicine cabinet. Sheet of instructions on treatments.	
7. Development and Growth of Young			

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. Continued Child. Normal gain in height and weight Normal tooth growth When do babies walk When do babies talk Normal mental growth Normal emotional growth	Group discussion, including the following: Show normal height and weight charts of children at different ages. Show charts of normal teeth development in children. Develop age charts on what children can normally do, say, and observe at different ages. Make practical application of above mentioned charts.	Charts and posters. Leaflets Charts, posters and leaflets.	"Your Child's Teeth", Distributed by The Bureau of Public Relations, American Dental Asso., 212 E. Superior St., Chicago, Ill.; "The Useful Baby Molars", St. Dept. of Health, Trenton N. J.; "Dental Health Problems for Parents", N. J. St. Dept. of Health
8. Habit training Stool and bladder Sleeping (right / wrong) Eating Regular Care of teeth Crying and exercise Play	Improvise homemade child's training chair and keep on exhibit. Have women observe nursery school habit training for children. Emphasize need for some habit training in the home.	Training chair made from wooden box and coffee bucket. Mimeographed sheets of instructions on good habit training for children. Posters	Children's Bureau and Bureau of Home Economics. "The Care of Children's Teeth", Distributed by the American Dental Association, Bureau of Public Relations, 212 E. Superior, Chicago, Ill. "Dental Care - The Earlier the Better", N. J. St. Dept. of Health; "For Parents of Pre-school Age Children", N. J. St. Dept. of Health
9. Helping the young child to overcome difficulties such as: Fear Tantrums	Group discussion of difficulties with children	Mimeographed or typed sheets with narratives on	"Parent's Questions" Child Study Association

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
II. Continued Jealousy Enuresis Stealing Lying	followed by observation period in nursery school. Final group discussion of case studies on fears, tantrums, jealousy, stealing, lying, etc.	problem cases with children (Make all cases impersonal) Written or oral comments and suggestions of women after observation of nursery school children.	"The Child From One to Six" Children's Bureau, Publication No. 30, U. S. Dept. of Labor
3. How shall we discipline children? Obedience necessary? Shall we punish children? When? Why? How?	Group discussion and observation groups attending nursery school, as above.	Educational leaflets and booklets easy to understand	"Children and You", Eva Knox Evans, U.S. Dept. of Agriculture, Farm Security Administration; "Discipline, What is it?", Child Study Association, 221 W. 57 St., New York City, N. Y.
III. The Family's Food For Health 1. Getting acquainted with food facts (1) Typical American diet White bread, meat and potato eaters Food fads Food values Newer ideas and Principles of food preparation	Demonstrate or make posters showing a meal patterned after the typical American habits of eating. Contrast with a meal prepared by an adequate diet plan.	Posters A carefully planned bulletin board Texas Food Standard illustrated	"What is Malnutrition?" Lydia J. Roberts, Dept. of Labor, Children's Bureau Publication, No. 59. Bulletin--"Hidden Hunger in a Land of Plenty", National Maternal and Child Health Council--25¢, 1710 Eye St., N. W., Wash. D. C.; "Texas Food Standard"

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued			
2. What is the relationship of the American diet to poor health, physical inefficiency and short life? One-third of all young men called for military examination are rejected for physical defects due either directly or indirectly to nutritional deficiency. School children not physically and mentally able to make proper progress in school. Maternal and infant death rate too high. Inudstrial efficiency impaired by improper diet.	Round table discussion Show pictures to emphasize the results of malnutrition.	Posters: "Make America Strong" Set of 13 charts 75¢ a set, Supt. of Documents, Washington, D.C. Film: "Hidden Hunger," Office of Defense Health and Welfare Services, Federal Security Agency	"Health Happiness and Long Life" "How to Live Long" Metropolitan Life Ins. Co. New York, Free "Signs of Health in Childhood", American Red Cross "The Care of Your Baby" U.S.Public Health Service
3. What are signs of poor nutrition? Tired, worried expression			

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued Mental and Physical fatigue, lack of strength and vitality Flabby muscles Poor resistance to disease Tooth and bone defects	Observe signs of poor nutrition in nursery school children. Prepare list of food customs, superstitions, and food fads existing in the camp. Round table discussion of status of well-being of families as revealed in medical and clinical reports.	List of food customs on blackboard or poster paper Monthly medical and clinical reports, Texas Farm Workers Health Association	"Food Fads and Fancies" Bulletin No. 342, Mass. St. College, Amherst, Mass.; "Keep Fit With the Right Foods" Free Office of Defense Health and Welfare Services, Social Security Board Building, Washington, D.C. "Nutrition and Physical Fitness", Jean L. Bogert
(4) What factors besides food are important in good nutrition? Good state of health and health habits Freedom from physical defects Regular and sufficient hours of sleep Recreation in fresh air and sunlight Natural and regular elimination Periodic physical and dental examination Proper functioning of digestive	Dramatize health factors on stage of community building—using children and adults to represent different factors. Narration repeated in both English and Spanish. Depict food as being crippled in its nutrition work without the aid of other health factors.	Poster: "Make America Strong" Set of 13 charts Supt. of Documents Wash., D. C., 75¢	Texts: Rose-"Foundations of Nutrition" Rose-"Feeding the Family" Bogert-"Nutrition and Physical Fitness" Bulletin-"Health, Happiness and Long Life" Metropolitan Life Insurance Co., N.Y. City

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued tract.			
(5) What is the relation of food to growth and health? Stress importance of 1 qt. of milk per day in the diet of a child Increased use of milk, fruits, and vegetables reduces dental caries. Good diet builds a strong body, with straight sturdy bones, good posture, stable nerves, proper height, and weight Good diet builds up resistance to disease	Observe and discuss posters as a group led by nurse and home economist	Poster: "Milk Makes a Difference", Three charts showing the effect of milk on growth, National Dairy Council, Chicago. 35¢	Terman and Almack Hygiene of the School Child, L. J. Roberts; "Nutrition Work With Children", Roberts, Journal American Dental Association, January, 1934, Scientific Feeding of Children; "Eat the Right Food", Office of Defense Health and Welfare Services, Social Security Board Building, Washington, D.C.; "The Normal Diet and Healthy Living", Sansum
(6) What is the relation of food to a happy, cheerful disposition, self-control; and working efficiency?	Round table discussion Discuss what good nutrition can do for the nation. Show how the food one eats affects his health, strength and nervous condition.	Posters: "Good Food is Good Business" "Good Food Pays Industrial Dividends"	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued (7) Food composition and selection (relation between food composition and functions in the body) a. Protein-the builder and repairer of body tissues--Sources, meat, fowl, fish, cheese, eggs, dried beans, peas, peanuts	Select representative women from sections of the camp to assist in making up food posters for "Better Nutrition" exhibit in community building as part of "Town Hall Nutrition Week." Arrange samples of source foods in front of each poster to assist individuals in recognizing foods.	Food Posters: Classes of Foods Films: "Fun in Food", 1 reel, 16 mm. Tech.sound film rental $3, James W.Dodd Films, Inc., 330 W. 42nd St., New York City; "Our Daily Bread", 16 mm. American Museum Nat'l History	Books: McCollum - "The Newer Knowledge of Nutrition" Rose - Foundations of Nutrition" Sansum - "The Normal Diet" Hutchison - "Food and Dietetics
b. Fats and Carbohydrates-energy and body warming foods--Sources, starches, sugars and fats such as: butter, potatoes, oils, bread, rice, macaroni, cereals, sugar, dried fruits c. Minerals-build strong teeth, bones, nerve and blood tissues. 1. Calcium - needed for bones and teeth, heart,	Plan "Town Hall Nutrition Week" program to include night features: 1. "Film Night" 2. "Educational Playet on Food Composition" 3. "Open forum", led by home economist and nurse--talks on nutrition posters by representative women who set up exhibits. 4. "The Individual Family Garden and Nutrition" 5. "The Community Garden and better Nutrition" 6. "The Workers Lunch and Nutrition	Poster: "The Calcium You Need" Evaporated Milk Assoc. 307 N. Mich. Ave. Chicago, Illinois Films: "Around the World With the Milk Man", American Museum of National History. 190-Her Majesty--The Cow 91-Out of the Milk Bottle 83-Victory (Milk)	Harris & Lacey - "Everyday Foods" Sherman, H. C. - "Chemistry of Food and Nutrition"

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued nerve and muscle functions-- Sources, milk, cheese, cauliflower, broccoli navy-beans, cabbage, carrots, turnip greens, celery, oranges, eggs, molasses 3. Iron-builder of red blood cells. Carries oxygen in body-- Sources, liver, molasses, greens of all kinds, eggs, dried peas and beans, cabbage, potatoes, beets, apricots and soybeans. 4. Iodine-Protection from goiter, necessary for development of growth processes-- Sources, fish	Note:("Town Hall Nutrition Week" is suggested as a device for reaching the entire migrant community. This approach is necessary for reaching the men in the Latin-American family. The influence of the man in changing habits and custom in the Spanish-speaking family must be fully recognized)	Poster: Whole grain oatmeal in color and companion recipe folders - Free Quaker Oats Company Nutrition Department Chicago, Illinois Film: 81-1 real, 16 mm. "From Catch to Can", American Museum National History	"Minerals--Body Regulators" Yearbook of Agriculture, 1939 Human Nutrition - "Mineral Needs of Man" page 187

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued d. Vitamins (1) Vitamin A-Promotes growth, helps to prevent night blindness and eye diseases--Sources, liver, carrots, cod liver oil, yellow squash, pumpkin, sweet potatoes, spinach, turnip greens, kale, yellow corn, milk, apricots, peaches, egg yolk, butter (2) Vitamin B, (or Thiamin)-Needed for normal growth. Stimulates appetite. Aids digestion--sources, whole grains, cereals, nuts, peas, beans, liver, lean pork, asparagus, corn, milk. (3) Vitamin C,(or Ascorbic acid)-Growth and health Development of good teeth Corrects or prevents scurvy--Sources, oranges, lemons,	Experiences for women's club groups jointly led by the camp home economist and nurse may include: 1. Observation of food groups which contain vitamins and minerals 2. Demonstrations on how to cook vegetables and fruits to save vitamins and minerals 3. Meal preparation and serving, showing a low-cost family meal, high in vitamin and mineral value 4. Observation of posters showing relative vitamin and mineral values in foods. (Note: In making posters, each vitamin and mineral can be represented by a definite color, such as red, blue, green, etc. Make colored lines wide a large meeting room. Colors are attractive and easy for women with little formal education, to remember) 5. Playlets and skits 6. Round table discussions	Exhibit: Showing food groups which contain each vitamin. Meal demonstration showing vitamin foods in proper balance with growth and energy foods. Posters: Illustrating relative amounts of vitamins found in servings of food. Chart: "Relation of Food to Sound Teeth", Texas St. Dept. of Health	Suggested teaching unit on vitamins--Wisconsin Alumnae Research Foundation, Madison, Wisconsin "The Vitamins", American Medical Association, Chicago, Illinois, price $1.50 Sherbon - Chapter X, "The Family in Health and Illness" Sherman - "Food and Health" Laurence, William - "Life Begins With Vitamins", Ladies Home Journal, July, 1941 McCollum and Becker - Chapter VII, Food, Nutrition, and Health Better Homes and Gardens Magazine, Reprint on Vitamin Charts

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued green peppers, grapefruit, tomatoes, lettuce, apples, strawberries, raw cabbage, spinach, peas, green beans, carrots (4) Vitamin D-Essential normal bone and tooth development. Aids in the prevention and/or cure of rickets--Sources, cod liver oil, egg yolks, oysters. Direct sunshine (5) Vitamin G,(or B, Riboflavin) Improves growth. Promotes general health;essential in nerve tissues--Source, broccoli, potatoes, cheese, liver, eggs, carrots; lettuce, spinach, yellow corn, apricots, tomatoes, strawberries, cabbage. (6) Nicotinic Acid (Member of Vitamin B group) Prevents	Refer to page 25 in "Experiences and Activities" column Refer to page 25 in "Experiences and Activities" column Refer to page 25 in "Experiences and Activities" column	Posters: Showing results of vitamin deficiency	Rose - "Foundations of Nutrition Reader's Digest, Sept. 1941 "The Body's Mysterious Chemicals" McCollum and Simmons - "Food, Nutrition and Health" Henry Borsook - "Vitamins, What They are and How They Can Benefit You", Viking Press, New York, 1941

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued pellegra and certain other deficiency diseases Source, lean beef, liver, salmon, kale, green peas, milk, potatoes, tomatoes, yeast, wheat germ			
2. Improving the Diet (1) What is an adequate diet? The diet is adequate when it has enough calories, proteins, minerals, vitamins, water and bulk: a-For energy b-For growth and development c-For health and protection from disease	Have women experience making posters of well-balanced meals by selecting representative foods from magazines. Women with little knowledge learn to recognize foods this way. Group meal preparation Rotate service of family meals with groups of women (or men and women) Group discussions on adequate low-cost diets	Posters: Showing 3 well-balanced daily meals prepared from familiar foods available in camp area. (Community garden products, individual garden products, canned surplus culls from fields) Exhibit of three meals prepared. Food Model - Plan for a day's menu for normal diet, Texas State Dept. of Health	Texas Food Standard, Texas A & M College, Extension Division; "Eat the Right Food", Information Division of Office of Defense, Health and Welfare Services, Social Security Board Building, Wash., D. C. "Better Meals for Less Money", Released by Texas State Nutrition Committee in cooperation with Texas State Extension Division. 8¢, 10¢, 15¢ per day diets.

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued (2) What are the evidences of a proper diet? Straight sturdy bones Sound teeth Well built body Correct height and weight Correct posture Steady nerves Cheerful disposition Resistance to disease Physical and mental efficiency	Family movie night Showing of each film followed by open discussion led by home economist and nurse. Set up on blackboard for future mimeographing and distribution: "What a migrant family can do to cure hidden hunger."	Films: "For Health and Happiness" one reel - 16 mm. technicolor, sound or silent U.S.Dept. of Agriculture "Hidden Hunger", Office of Defense Health and Welfare Services, Federal Security Agency "Proof of the Pudding" Metropolitan Life Insurance Company, 1 Madison Avenue, New York. Free	
(3) How can we form good food habits with children? Eat at regular hours Eat good food before the children Promote a good appetite by seeing that they have enough sleep, are not overtired, and have played actively in the open air Avoid eating between meals Introduce new foods gradually	Observe children eating in nursery school. Group demonstration of low-cost conveniences for children in the home. Exhibit finished articles in a conspicuous place--have well marked as to cost of money and time. Showing film before group follow with discussion on "how children form habits" Playlet - contrasting right and wrong ways to influence eating habits of children	Posters: Make posters showing suitable furniture. tools, and dishes for feeding children. Exhibit: of some designs made up from scrap lumber and fruit crates Film: "The Children Must Learn", N.Y.Univ. Film Library, 71 Washington Square, South, New York City, New York, rental charge $3.00 per week	Leaflet, "Good Food Habits for Children" No. 2, U.S.Dept. of Agriculture. Farmer's Bulletin No. 1674, "Food for Children" Sherman -"The Problem of Sweets With Children. Reprint from Child Health Bulletin American Child Health Association

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued			
(4) How can adults improve their food habits? Regular meals No eating between meals No excessive use of sweets and carbonated drinks Eating balanced meals Learn to like good foods formerly disliked	Group discussion of adult eating habits Demonstrations on "Different Ways to Cook Foods Commonly Disliked"	Posters: (illustrating) "Get the I like Everything Habit"	"Better Meals for Less Money", prepared by the Texas State Nutrition Committee, issued by the Extension Service; Texas Food Standard, Extension Division, Texas A & M College; "Planning Diets by the New Yardstick of Nutrition", Bureau of Home Economics, U. S. Dept. of Agriculture, Wash., D. C; "Meal Planning on a Limited Budget" by Betty Crocker; "Diets to Fit the Family Income", U. S. Dept. of Agriculture, Farmers' Bulletin, No. 1757; "School Lunches Using Farm Surpluses", U. S. Dept. of Agriculture, MP No. 408; Handbook for Menu Planning, Gatchell and Helbing, Turner E. Smith & Co., Atlanta
3. Adequate Low-Cost Family Meals (1) Planning good diets What shall we have for breakfast? What shall we have for lunch? What shall we have for dinner? What shall we include in a packed lunch? For field work For school How can we add variety to the diet within the limit of 8¢, 10¢, and 15¢	Group discussion of posters and exhibits showing meal customs in different countries. Compare with three balanced meals per day which meet the Texas Food Standard. Demonstrate 3 meals a day for the family with an 8¢, 10¢ and 15¢ per day per person budget (migratory laborers typical cases) Demonstrate different ways to cook some foods repeated in the diet, thus adding variety in taste. Demonstrate low-cost	Posters Food exhibits Demonstration meals Mimeographed sheets with sample low-cost meals and market lists. Mimeographed sheets with recipes and instructions for preparing low-cost adequate foods. Model improvised sanitary food containers for packed lunches (such as salad dressing jars with	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued budget per day? What is the import-ance of planning meals in advance? Emphasize saving of time, money, food, and health	adequate packed school lunch Demonstrate packed working man's lunch Make a plan of meals to be served for the coming week	covers. Waxed bread paper Wrapper linings, etc. Homemade lunch kit for family working in the field	
(2) Buying good diets (a) What are some good buying prac-tices? Watch for food bar-gains Keep in touch with current prices Make a marketing list Watch scales Get an itemized sales check Read labels and note weights Buy in large quan-tities if storage is available Buy staples on a weekly basis Buy Perishables day by day Buy Government graded products.	Group discussion of weekly advertise-ments of local food stores Set up a wall chart of prevailing food prices Make sample market lists for different families Compare with their old way of buying Playlet or skit on buying habits at the grocery store and market Demonstration of impro-vised food storage containers.	Poster: "Purchase Health with the Food Dollar" Slogan: "Save Pennies by Saving Food Values Between the Market and the Table." Cartoons on right and wrong buying practices Menu planning and market-ing for nursery camp co-op store Newspapers and magazines in camp library. Sample food containers	Books: "Spending the Family Income", Agnes S. Donham, Little Brown & Co., Chicago "Food Buying and Our Markets", Monroe & Stratton, Barrows Press "Getting Your Money's Worth", Ruth Brinze, Garden City Publishing Co., Garden City, N.Y. Bulletins: "Consumers' Guide" "The Family Food Supply" Metropolitan Life Insurance Company

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
LII. Continued (b) How can we divide the food dollar to the best advantage? 1/5 or more for milk, cream, cheese, cod liver oil 1/5 for vegetables and fruit with emphasis on green leafy and yellow vegetables and fruits 1/5 or less for : meats, fish and eggs, serving liver in some form at least once a week 1/5 for breads and cereals especially whole grains 1/5 for fats, sugars, and other groceries	Group discussion led by home economist using circular "Dollar Divided" poster as center of interest on wall at front of room. Have women experience division of food money planning for family of 2, 3, 4, 5, 6 and 7--thus applying to own family case. Make up sample weekly market lists showing amounts	Poster: Make a circular poster, dividing the food dollar. Use pictures of food groups rather than words. See Dr. Sherman's Food Budget; Calvert & Smith, "First Course in Homemaking; sample market lists mimeographed Exhibits: 1. Food properly bought and proportioned for family of five or six within budget of family. 2. Food representative of poor buying practices.	"Good Proportions in the Diet", Bulletin 1313 Farmer's Bulletin, U.S. Dept. of Agriculture, Washington, D.C. "Influence of Education Upon Food Selection", Gillett, N.Y. Assoc. for Improving Conditions of the Poor 105 E. 22nd St.
(c) What are the most important foods in low-cost diets? Emphasize importance of protective foods--milk and milk products,	Discussion group meetings Topic: "The Cost of a Diet is Never an Index to its Quality" Food exhibits showing	Nutrition Series No. 2 Vegetables for Good Nutrition, Texas State Dept. of Health	"This Problem of Food" Public Affairs Committee 30 Rockefeller Plaza New York, Cost 10¢

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued tomatoes and citrus fruit, green leafy vegetables. Cereals, breads and flours in their less highly refined forms are cheap sources of protein, thiamin, calcium and iron. Potatoes, dried beans and dried peas should be used in generous amounts.	cost of food as related to food values received - Examples, compare: 1 lb. beans to 1 lb. meat, 1 lb. whole wheat flour to 1 lb. refined flour, 1 lb. yellow cornmeal to 1 lb. white cornmeal, etc. Have group study exhibit of retail foods in containers, etc. for distribution. Compare increased cost for fancy wrapping and packaging.		"Better Meals for Less Money", prepared by Texas State Nutrition Committee, pages 22, 23, 55, 56, 57.
(d) How can we serve better meals for less money? Cheap cuts of meat are just as nutritious as expensive ones. Include more fruits and vegetables. Raise a garden and preserve surplus foods. Vary ways of serving foods. Dress up plain foods. Prepare only the	Demonstrations on: 1. "Meat Cookery - Cheaper Cuts" 2. "Low Cost - One Dish Meals" 3. "Vegetable Cookery" 4. "What to do with Fruit Culls and Surpluses" 5. "Dressing up the Bean" etc. 6. "Making Something New Out of Left-Overs"	Price ads of local stores; local meat markets; canned food exhibit; canned food storage compartment (collapsible and movable) "Recipes for Low-Cost Foods", American Red Cross, Washington, D.C.	"How to Get the Most Out of the Food You Buy" Prepared by General Electric in the interest of the National Nutrition Program "Diets to Fit the Family Income", Hazel K. Stieberling, U.S. Department of Agriculture

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued necessary amount so that perishable food will not be wasted Learn to prepare left-overs into tasty dishes (3) Producing Good Diets (a) Study soils in the area of the camp (b) Study planting seasons typical to the area (c) What seed grow best in the area and when (d) How to grow a garden Open plot near shelter Tub gardens Frame gardens Community gardens	Camp council discussions of garden needs in community Survey of families who are employed in area long enough to grow own garden Survey of families (transient) who need to profit by a community garden Talks by county agents on victory gardens Group discussions on co-op seed purchases Demonstrations on garden types suitable to area	Films: available through Information Division, Farm Security Administration Posters: Made by home economist Mimeographed stories of "What People are Doing in Other Areas Toward Victory Gardens"--use as discussion material	Food for Victory Series Texas Extension Service Leaflet C-175, "Grow a Garden" Service Circulars 22A & 28, FSA, Region 8, Dallas "Our Garden Plan"-RAF-409 Revised, FSA, Region 8, Dallas Texas State Extension Division, Leaflets C-121, C-59, B-70, C-137, L-12, L-13, L-10
(4) Storing and Conserving good diets (a) Use of field culls in fruits and vegetables (b) Use of indivi-	Demonstrations on use of pressure cooker Demonstrations on use of water bath equipment	Canning equipment on exhibit Charts or posters of	"Community Food Preservation Centers", MP No. 47 Bureau of Home Economics U.S. Dept. of Agricultur Washington, D.C.

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued dual and community garden surpluses (c) Use of surplus commodities available to group feeding projects and needy families residing in the camps (d) Developing food storage facilities for family use Sanitary food containers Portable storage shelves and cabinets (e) Emphasis on money and food value saved by canning and preserving surpluses and easily secured foods	Community group canning experiences for use in nursery school feeding - using field culls, surplus commodities and community garden products. Neighborhood canning demonstrations using oil stoves in shelters. Developing and executing a canning budget for individual families Experiences in making and setting up sanitary staple food containers made from abandoned and used coffee cans, etc. Experiences in designing and making from scrap lumber portable and collapsable storage shelves and kitchen cabinets	Canning equipment with parts well labeled in English and Spanish Canned products on exhibit 1. Jars of all types 2. Cans of all types Poster of canning budget for average family on the farm Poster of possible canning budget for a migrant family; for a family living in a labor home Exhibit and demonstration materials for making containers Display food storage devices for the family that moves several times a year	"Canning Fruits and Vegetables," Leaflet B-85, 1940, Texas State Extension Division; "Home Canning of Fruits and Vegetables and Meats", U.S. Dept. of Agri., Farmers' Bulletin No. 1762; "Drying Foods at Home", Leaflets C-170, 1941; L-24, 1942, Texas State Extension Division; "Boletin de Conservar", July 1935, Extension Circular 133, New Mexico College of Agriculture and Mechanic Arts; "The National Pressure Cooker Handbook" National Pressure Cooker Company, Eau Claire, Wisconsin
4. Special Diets (1) Baby's diet What is the best food for a normal baby? What additions should be made during the first year?	Group discussion of values of mother's milk Group discussion of amounts and methods of introducing cod liver oil,	Poster showing comparison of food value of mother's milk and cow's milk. Exhibit of food additions for baby during first	"Breast Feeding", Folder 8 Children's Bureau, U.S. Dept. of Labor

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued	orange and tomato juice, vegetable water, vegetable pulp, egg yolk and cereals. Demonstrate preparation of above.	year plus home equipment to use in preparing baby's food.	"Mother Nurse Your Baby" Folder 19, U.S. Dept. of Labor; pamphlet, "The Baby in the House of Health", American Child Health Association, 370 7th Ave., New York City.
What will these foods do for baby? What is the best substitute for mother's milk? What precautions should be taken with baby's milk? What does baby need in addition to food to keep him well and make him grow?	Group discussion Demonstrations: (Nurse) 1. Preparation of a formula 2. Improvised sterilizer for nipples and bottles 3. Improvised milk cooler Group discussion of: fresh air; sunshine; 18 to 22 hours of sleep; regular care and feeding; let him lie quietly; do not toss him in the air or take him up when he cries.	Posters showing bone and teeth development Demonstration and demonstration equipment on exhibit Written schedules for care and feeding of baby	"The Healthy, Well Nourished Baby", Folder 16; "Child 1 to 6", Folder 17; "Child 6 to 16", Folder 18; all from Children's Bureau, Washington, D.C. "Infant Care", Mrs. Max West, U.S. Dept. of Labor; "Infant Feeding", U.S. Dept. of Labor; "Feeding the family", Rose; "Baby's Daily Time Cards", Children's Bureau, U.S. Dept. of Labor; "The Care of Your Baby", U.S. Public Health Service, Willard & Gillett, Dietetics for High School, page 181.
(b) Growing children What are the most important foods for growing children? What foods are harmful to children?	Observe exhibits of good and poor foods for children. Open discussion of ill effects of objectionable foods for children	Child Feeding Charts - 25¢ 1. Happy, healthy, growing 2. Signs of good nutrition 3. The right start for baby 4. Aids to good food habits	Pamphlets from the Infant Welfare Society, 404 South 8th Street, Minneapolis, Minnesota

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued Fried foods, sweet foods when eaten between meals or at the beginning of a meal; chili and tamales diet alone; pie, cake, candy unless eaten with meal highly seasoned foods Why are these foods harmful? Difficult to digest Take away appetite for more wholesome foods; or exclude more desirable foods for health What are the results of poorly balanced meals for children: Overweight; underweight; digestive disturbances; diseases such as rickets, scurvy, pellegra, anemia, goiter; decayed teeth; lowered resistance to diseases such as colds and pneumonia	Demonstrations of food preparation: "How to Prepare Healthful Foods to Make Children Like Them" Observe children eating in nursery school. Look for changed eating habits Study posters on exhibit and analyze their meaning. Have women discuss posters pro and con	5. A good beginning in self-help 6. The same menu for all 7. Meals for the 3 yr. old 8. Foods for good nutrition Nutrition Charts--11 charts, price 50¢ set; Supt. of Documents, Gov't Printing Office, Washington, D. C. Posters: Texas State Dept. of Health, a.Meals for the Three Year Old; b.Good Diet for a Girl; c.Good Diet for a Boy. Nutrition Poster Charts - Office of Defense Health and Welfare Services, Washington, D. C. Food Models--Plan for a day's menu for a school child's diet, Texas St. Dept. of Health	"How to Get Children to Eat Vegetables", "Hot to Get Children to Drink Milk", "How to Get Children to Eat Cereals and Fruits" Leaflets: "The Health of the Child is the Power of the Nation", Folders 19, 20, 22, 25, Children's Bureau, U.S. Dept. of Labor, Wash., D.C., free; "Good Food Habits for Children", No. 42, U. S. Dept. of Agriculture, Supt. of Documents, Wash., D. C., cost 5¢; Books: Terman & Almack - "Hygiene of the School Child"; J. L. Roberts - "Nutrition Work With Children"; L. H. Peters - "Diet for Children, Dodd, Mead & Co; Mrs. H. F. Barnes - "Feeding the Child From Two to Six, MacMillan Company.

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued			
What is a good school lunch for health? Suggest variations of fruits, raw vegetables, sandwiches, something hot if possible	Selection and preparation of school lunches Demonstrate making a lunch box or container at home Demonstrate sanitary packing of school lunch	"The Noon Meal at School" Folder 23, free, Children's Bureau, U. S. Dept. of Labor.	"Food for Children" Farmers' Bulletin, No. 1674
(c) Diet in illness Who should prescribe the diet in cases of serious illness? Stress importance of letting physician or graduate nurse prescribe What is the family's contribution to diet in illness? Selecting right kind of food Cooking it properly Serving attractively Sanitary care of equipment used for ill family members What are the types of diets for the sick? Liquid--milk, beef tea, strained broth,	Group discussion of case histories where illness has been complicated by "home diets" wrongly prescribed Group discussion of rules for selecting and preparing food for sick. Also sanitary precautions to take in cases where illness is confined to the home. Demonstrate improvised sick tray in home Demonstrate arrangement of tray dishes	Mimeographed sheets of diets prescribed by camp doctor and registered nurse for certain illnesses Posters and mimeographed or typed sheets of instructions prepared in simple language in both English and Spanish Posters and Charts Improvised tray for sick made of--examples, wooden board, box lid, baking sheet, machine top opened out, ironing board	Books: Rose - "Feeding the Family" Chapter XV, "Food for the Sick and Convalescent" Sherban - "The Family in Health and Illness" Bogart and Porter - "Dietetics Simplified" Sherman - "Chemistry of Food and Nutrition", 5th edition Rose - "Foundations of Nutrition" Pattee - "Dietetics"

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued			
cold drinks-- Soft - milk toast, frozen desserts, custards, cereals, soups, stewed fruit Light - consists of above dishes together with many other easily digested foods	Demonstrate food preparation for sick and discuss	Exhibit of arranged tray Exhibit of prepared foods following preparation period	Pattee, Alida Frances - "Dietetics", Chapter XIX, "Diet in Pregnancy"; Rose - "Foundations of Nutrition"; Rose - "Feeding the Family";
(d) Diets in pregnancy What should the diet in pregnancy include? Should furnish all the essentials of an adequate diet in forms simple and easily digested When do energy needs begin to increase? From fifth month on energy furnishing foods should be increased. How can the increased need for minerals and vitamins be met? Liberal amounts of protective foods important Liberal use of milk	Group discussion led by nurse and home economist-emphasizing that diet for pregnancy is no different from normal adequate diet in balance and can be taken from simple foods available in the area. Attention to diet for pregnancy should be placed on securing a definitely well-balanced daily diet and on increases in amounts of bone and tooth building elements as duration of pregnancy increases. Show posters and films of how baby develops from the embryo stage.	Chart - Essentials of the Prenatal Diet Food Models - Plan for 1. a pregnant diet; 2. lactating diet. Poster - "A Good Diet for Expectant Mothers" Children's Bureau, U. S. Dept. of Labor, Washington, D. C. Poster - "Dental Health" Texas St. Dept. of Health Food Model - "Lactating Diet," Texas State Dept. of Health	Bertha S. Burke - "The Need for Better Nutrition During Pregnancy and Lactation", 1941 "Hygiene of Maternity and Childhood", Publication No. 90, Federal Board for Vocational Education, Washington, D. C., price 30¢ Reprint of information available from American Dietetics Association, 815 N. Wabash Ave., Chicago, Ill. (cost 15¢) Moore - "Nutrition of Mother and Child", J. P. Lippincott Co.

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATING MATERIAL	REFERENCES
III. Continued eggs, fruits, vegetables, whole grain cereals and breads, sun baths and fish liver oils How can we prevent weakening mother's bones and teeth? Increase calcium intake with milk, milk powder or evaporated milk What foods are important in lactation? Fresh, leafy vegetables, wheat germ, egg yolk, beef muscle liberal use of milk (c) Diet in old age How does the food requirement in old age differ from that of earlier years? Less activity, loss of teeth, slower digestion and more difficult assimilation make necessary the simple foods and those which are easily digested.	Exhibit foods needed for body-building process Group discussions on health factors related to food, which must be observed during pregnancy Plan adequate diets for aged members of the family Demonstrate how portions for aged family members can be taken from family meals--in same manner as child's diet free from heavy seasoning	Films Food exhibits Poster of adequate and suitable foods for aged members of family Food exhibits labeled as to amount of serving and food values Sample menus and recipes mimeographed for distribution	Bogert, Jean L. - "Nutrition and Physical Fitness" Willard and Gillett - "Dietetics for High Schools" Rose- "Feeding the Family

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
III. Continued			
5. Better Nutrition-- A National Goal (a) What can good nutrition do for the nation? Stamp out "hollow hunger" Stamp out "hidden hunger" Add 10% dividend of health, strength and happiness to the prime of life (b) What can home-makers do to improve national nutrition? Attend classes in nutrition Resolve to feed family better than ever Make a notebook of recipes and sugges-tions Assist other house-wives in improving nutrition for their families and others Work toward the ideal that this nation will some day be a buoyantly healthy one	Compare daily army ration of 1776 with one of today. Look for difference in the health protective value "Three-fourths of us do not have really satis-factory diets, in spite of the fact that we are the best fed of all nation"--Claude R. Wickard, Secretary of Agriculture "Good Food is Good Business" "Food Will Win the War and Write the Peace"	Poster - "America Needs You Strong" Film - "Hidden Hunger" Photos: "Minimum Cost Diet", U. S. Bureau of Home Economics Nutrition Poster Chart Office of Defense Health and Welfare Services, Washington, D. C. " "Keep Fit With the Right Foods", same address as above	Notes from the National Nutrition Committee Recommendations to The President of the United States of America From the National Nutrition Conference for Defense "Food for a Stronger America" M. L. Wilson, Chairman, Nutrition Advisory Committee to the Coordinator of Health, Welfare and Related Defense Activities "A New Yardstick for Nutrition", reprint from "Survey Graphic" 112 E. 19th St., N. Y. (15¢ each or 10 for $1.00, set cost of all reprints available)

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Meeting Clothing Problems			
1. The clothing budget	Planning of budget needs for each individual in each family - seasonal, annual.	Sample budget showing the actual needs of all age groups and special budgets including individual work, community demands, illness, etc.	"Stretching the Clothing Dollar" - Household Finance Corporation; "Minimum Clothing Needs for Migratory Farm-Worker Families and Individuals - Region 8 FSA
2. Inventory of Clothing	Make a list of all clothing on hand considering probable life of each garment and possibility of renovation.	Sample inventory showing how the probable life of the garment may be determined	U.S. Dept. of Agriculture bulletins and Texas State Extension Division Bulletins
3. The family wardrobe	Planned through the combined information of the budget and inventory. Consider seasonal and annual wardrobe.	Use same sample budgets and sample inventories and show how they are used together. "Better Buymanship"; "Stretching the Clothing Dollar"	Same information and bulletins as used above. The bulletin, "Minimum Food and Clothing Needs for the Migratory Farm-Worker Families and
4. Buying practices a. Interest approach	Style show-The style show should include that which is better to buy ready made, that which is better to make at home	Garments on exhibit	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued	and suitable renovated garments and the relative values of each garment should be discussed and explained.		
b. Cash vs. Credit	Cite experiences and give accounts of cases showing percent lost in the credit system, the psychological effect of paying cash and show statistics.	Accounts by the individuals with whom you are working. "Stretching the Clothing Dollar	Money Management bulletin Better Buymanship bulletins
c. Where to buy	Stress catalogue ordering. (its advantages and disadvantages and when catalague ordering is done how it should be done). For experience make out a catalogue order. Information will be given on where to buy and other information needed previous to buying before actual purchasing experiences, such as information on quality, ready made vs. homemade garments. Show differences in prices of firms which demand cash and those doing a credit business. Bring attention to special sales and their	Mail order catalogues	Better Buymanship bulletins Mail order catalogues

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued	saving. Show when it might be wise to buy garments for season just past. (Past season sales) Comparison of prices and materials locally	Actual experience Newspaper ads Announcements Mounted samples and prices and other garments. Show good lines in garments that will last several seasons.	The local stores are glad to furnish the illustrative materials needed when they understand its use. Materials have been volunteered by store owners for some of the camps.
(1) Classification of fabrics (2) How to identify various fabrics	Discuss classification of materials, qualities of each, etc. Play game of listing as many materials as you can think of	Exhibit on making of yarns Exhibit of fibers, Sears Roebuck & Co., Dallas, Texas, "Unit on Consumer Education" Mounted samples of most commonly used materials with name, characteristics, price, width, etc. on each card	Bulletin 23, "Fabrics", Household Finance Corp., Chicago, Illinois "What is Rayon?", American Viscose Corp., 350 5th Ave. New York "Textile Terms", May 21, 1941 of Market Basket
d. How to buy clothing (1) Dresses Use of garment and suitability Type of material Durability and comfort Color Amount to buy and how to determine How to select the pattern Selection of	Observation groups study Garments for all occasions the average migratory worker might need-(showing suitability to occasion, color, becomingness, color fastness, durability, lines, patterns--with patterns show how to determine amount of material needed--show suitable accessories for each garment. This might	Exhibit of garments--good and poor selection Exhibit of sample materials for making dresses	"What Would we do Without Cotton", Market Basket, April 23, 1941; Advance - "Fashion and Fabrics" spring and summer, 1942. Order from J. C. Penny Co.,Inc. Pattern Dept.,330 West 34th St. New York City

PROBLEMS	EXPERIENCE AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued trimming and accessories (belts, buttons) Cost as related to income	be done at the suggested style show and stressed in the individual classes by showing the same garments as well as other garments) Dramatize rules and suggestions for intelligent buying where income is very low.		"Marks of Quality in Cotton Dress", Market Basket, April 23,1941, Market Basket,Feb.25, 1942, "War Time Clothes for Working Women", Consumers' Guide,Feb. 15, 1941,pages 8,9,10; "Judging Fabric Quality", 1831 F,USDA, also X "Women's Dresses & Slips, A Buying Guide",1851F
(2) Shirts Selection of material Selection of pattern (this applies to whether made or ready made Cost-whether to buy or make a shirt	Discussion and observation to determine when the shirt should be bought, factory made or made at home, depending on the age of the person,type of materials available, cost of each. Have both kinds of shirts available for demonstration. Compare, show different cuts of shirts - why a well cut shirt lasts longer than a skimpy one. Own experience in the buying of ready-made underwear and homemade underwear. Have several patterns stressing the importance of a well-fitting garment. Have individuals discuss the type	The style show will be a good introduction to this subject. Style and cost and wearability should be stressed	"Buying Cotton Shirts"; Market Basket,March 12, 1941. "White Broadcloth Shirts" Consumer Union, March 1942. "Cotton Shirts for Men and Boys",USDA,1837F, also "Short Cuts in the Budget" "Judging Fabric Quality" USDA, Bulletin 1831F
(3)Underwear Selection of materials Selection of patterns		Materials suitable for underwear showing quality, color, fastness (very important), softness and other desirable characteristics. Exhibit of ready-made underwear for all ages showing good styles with	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued	of garment they prefer and reasons.	ample room but not using superfluous materials.	
(4) Trousers Selection of materials for trousers that might be homemade. Selection of pattern. Selecting the readymade garment	Show trousers that have been made by individuals in the group. Explain its desirable qualities and undesirable qualities	Suitable materials and patterns for homemade garments of different age groups, discussing wearing qualities. color, suitability for trousers and washing qualities. Display of trousers available at stores	"Julging Fabric Quality" USDA, Bulletin 1831F "New Buying Guide for Boys' Suits", USDA Bulletin, Bureau Home Economics, Farmers' Leaflet No. 1877 "Clothes for the Working Man", July 9, 1941, Market Basket
(5) Shoes The importance of good fit in shoes Leather in all parts Are you paying for a name? are you paying for a vogue in shoes? Care of shoes Cleaning and polishing How to keep shoes	Discussion groups--women or men and women Abuse of feet Vanity as a handicap Styles must go--fect must last; "Don't ask for shoes by size"; Have shoes on hand to show what to look for in shoes. Use demonstration shoes. Show costs of different shoes, having the same qualities but different brands. The brands do not have to be revealed. The group will be able to determine these questions on examinations of shoes and prices. How to determine correct length. Does it	Exhibit of shoes	"Consumers' Guide, April 1, 1941, "Buy Shoes that Fit", Better Buymanship, No. 5; "Shoes", Household Finance Corp., Chicago; Consumer's Union, "Stocking Savers", Sept., 1941, page 232 Any shoe store or department store selling shoes

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued	fit the ball of your foot? Does the heel fit? Does the top fit? How does it feel when you walk?	Exhibit simple homemade shoe racks	
	Determine what is meant by vital parts	Pictures showing manufacture of hose.	
	Demonstrate various shoe cleaning methods	Make chart showing various type hose and where to wear them.	
(6) Hosiery The importance of buying hosiery suited to its proper use When to be worn Color Essential number to have on hand How to determine correct size Buying two pair at a time instead of one Hosiery turnover should be quick Kinds of hosiery available Cotton Lisle Rayon Silk Nylon Comparison of prices and brands Proper care of hosiery	Discussion of why certain types of hosiery are for certain uses	Hosiery color chart to harmonize with clothes	"Hosiery for Women" A Buying Guide, 10¢, Supt. of Documents, Washington, D. C.
	Discussion of minimum hosiery needed	Demonstrate measuring for correct hosiery size	
	Show results of wearing ill fitted hosiery Discussion of qualities of each kind of hosiery and identification of fibers. Emphasize best choices of fibers for farm working women. Observation and explanation of information contained on hosiery labels; stress laundering after each wearing of hose. Correct way of laundering hosiery. Storage in fruit jars, etc. Rotation to further wearing qualities	Display of various types of hosiery. Show cotton and lisle hose with attractive house dress at low cost. Exhibit labels of various brands of hosiery Comparison of carelessly laundered hosiery with	"Hosiery", No. 24, Better Buymanship, Household Finance Corporation "Buying Hosiery" Market Basket, Oct., 1941 Current Magazines Catalogues

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued			
(7) Coats The most important factor in a coat is that it keeps you warm Shall I buy or make my coat	Group discussion meeting to study suitability of materials to the climate. Some require much warmer materials than others. Do not make a coat so warm and heavy that you will not be able to use it. Show some ready-made coats and coats made at home.	Coats that are especially adapted to the climate in which you live. Costs and differences in materials and wearability	"Quality Guides in Buying Women's Cloth Coats" 117L, U. S. Dept. of Agri. Washington, D. C.
(8) Hats	Make and demonstrate the making of attractive handmade hats. These are more original and may be made for less as a rule. Have original ideas brought in for a special meeting on hats.	Factory made and home-made hats. Comparative study with reference to the cost and attractiveness of each	Patterns may be obtained from some of the magazines @ 3¢, McCalls, 1941
(9) Accessories Bags Costume Jewelry Gloves	Making of bags and costume jewelry that is original. This is an excellent opportunity for reviving interest in handicrafts	Exhibit homemade accessories--neckwear, gloves, necklaces, pins, beads	National Recreation Association, 315 4th St., New York City, has a list of references for this type of work. "Gloves", Bulletin 21, Household Finance Corp.,Chicago
5. Decide before you shop Clothing for the school child Clothing for the	Show type of lists made before purchases are made and relative amount that can be spent on each article. Show saving made in	Write plans for family purchases Display of articles suitable for school use	"Consumers' Guide," April 1, 1941; "Fabrics and Dress", Rathbone

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued	money and the disappointment by not having lists. Style show of boy and girl clothes. Show how a child learns the use of muscles through proper self-help garments	Complete wardrobe for the preschool child, both boy and girl with well planned self-help ideas carried out.	and Tarplay: "Clothing for the Preschool Child", U.S. Dept. of Home Economics, "Fabrics and Designs for Children's Clothes", Farmers' Bulletin No. 1778
6. Short-Cuts in the Budget (1) Use of flour sacks and remnants (2) Garment renovation (3) Garment alteration (4) Pattern drafting (5) Use of heavy materials such as mattress ticking for attractive suits, have attractive patterns and original ideas for this type of educational program	Show how garments may be renovated or altered. Demonstrations along this line. Demonstrations showing use of flour sacks. Pattern drafting information may be obtained from Clothing Specialist, Extension Service, College Station, Texas. Original ideas for patterns and making different clothing may belong to the individual or may be obtained through different clothing shown in magazines and newspapers. Contest among women on renovated garments	Flour sacks, remnants, garments to be made over, pattern drafting, wrapping paper, tape measure, measuring stick, unbleached domestic or flour sacks. Exhibit of renovated garments to show what can be done for little money. Exhibit of garments for the family which have been made out of low cost materials	Write to-- Pattern Drafting Extension Service College Station, Texas for sports magazines, newspapers, pattern catalogues and mail order catalogues
7. Sew and Save (1) Advantage			

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
IV. Continued			
(2) Devices to make sewing easier	Demonstrations by Singer Sewing Co. on hem marker, buttonhole attachment, etc.	Free picture show on "She Saves Who Sews". Exhibit well made garments	Castle Films Field Building 135 S. La Salle St. Chicago, Illinois
8. Care of Clothing (1) Laundering, sorting, soaping, etc. (2) Keeping clothing in perfect order--sewing of buttons, patches, etc. (3) Reinforcements on places where the garment is most likely to wear (Darning)	Have the individuals bring materials which need patching and darning so they might have assistance as needed in this type of work.	Trousers Dresses Hose or socks which need work done on them	"Conserving Clothing", Market Basket, Dec. 10, 1941; Extension Service bulletins on patches and darns, College Station, Texas; "Intelligent Care of Fabrics", C-103, A & M College Designs for Improvised Clothes Closets (original)
9. Storage of Clothing (1) Proper cleaning and proper repairs made before storage (2) Stain removal (3) Moth proofing of woolens and other materials (4) How to make materials mildew-resistant	Show clothing properly laundered and repaired for storage. Give a demonstration on storage of clothing in one of the shelters so that each step can be observed. Show how clothing can be moth-Proofed. Give demonstration on mildew-proofing	Clothing to be stored Labeled boxes Make demonstration closet out of crates Clothing containing stains Newspaper for moth-proofing Neutral soap Cadmium Chloride crystals (Does not injure fabric, tensil strength remains same, also does not change	"Stain Removal", USDA bulletin, Bureau of Home Economics "Consumers' Guide", November 1, 1941; "Places for Keeping Clothes", Leaflet C-72, 1940, Extension Service, Texas A & M College; "Clothes Moths," Leaflet No. 145, U. S. Dept. of Agriculture

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
V. Improving Home Comfort and Convenience for More Satisfactory Living 1. Sleeping (1) Stress need for sound sleep and rest for maintenance of health and efficiency (2) Standards for sleeping not more than two to a bed Separation of sexes Privacy for parents Comfortable mattress Washable mattress Cover and pad Warm, light, clean, covers (3) How to improve sleeping comfort for large families with low incomes? Make own mattress, pad and covers Make baby bed Add a trundle bed for preschool age child Screen off sleeping areas 2. Eating (1) Standards for sanitary service of food Table and chairs,	Group discussion led by nurse and home economist on amount of sleep and rest required for health and efficiency at different ages and for different occupations. Group observation of various type beds, mattresses, covers, etc. with emphasis on features which add to comfort. Set up standards for sanitary home care of mattresses. Demonstrate sunning, remaking and renovating mattresses, bug-ridding, etc. Demonstrate steps in making a cotton mattress. Show possibilities with moss (if available), corn shucks, paper, etc. Demonstrate baby bed and mattress made from scrap materials Show how to make a portable trundle bed out of scrap lumber	Poster of hours of sleep required. Poster of standards for sleeping set up as rules for good, sound sleep. Exhibit of different types of beds and bedding in community building. Show cost of factory-made "comfort" as compared to what one can do with little money. Mimeographed information on demonstrations. Demonstrations materials Photos of farm women making mattresses. Posters of various steps. Exhibit of finished bed. Exhibit of bed Scrap lumber, wallpaper, brown paper, sacking and other scrap materials. Poster of family meal service for different meals under different environmental conditions. (Cost need not be an index	Books - "Healthful Living" - Williams "Minimum Requirements for Farmhouses", U. S. Dept. of Agri., MP No. 475, October, 1941 "Bedrooms for Comfort" Leaflet - B-75, 1941 Texas State Extension Service Pictures and charts available from furniture companies. Social hygiene books available from public libraries. "Mattress Making on the Farm", leaflet C-105, 1940, Texas State Extension Service "Homemade Home Equipment" U. S. Dept. of Agri., Farm Security Admin., Region 6; Service Circular, "Trundle Bed", Region 8, FSA; "Let's Add an Extra Bed",

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
V. Continued comfortable heights and safe for use Separate dishes for each family member Separate eating tools for each member Clean, orderly, quiet and attractive service	Present and demonstrate different ideas for screens Set up standards for sanitary service of food--through group discussion Dramatize desirable standards for meal service as entertainment in camp auditorium. Follow with open forum: "When Income is Low How Can we Make Something Out of Nothing"	to comfort and cleanliness Stage properties for dramatic sketch Mimeographed list of standards Mimeographed list of ideas and suggestions.	Circular 188, Alabama Polytechnic Institute Extension Service; "Furniture We Can Make", HM Leaflet No. 9, N. C. Agricultural Extension Service; "Build Them Yourself" VPI Extension Service, Virginia; "Homemade Furniture at Minimum Cost", FSA, Region 3, 1938;"Around the Dining Table", leaflet B-117, 1940, Texas State Extension Division.
(2) How to improve conditions for family meal service with little cash outlay? Utilize all purpose kitchen work table for meal service, covered with oil cloth or finished with painted surface Make all-purpose	"Community Workshop" program for farm workers and their families--instruction and leadership provided through camp maintenance man, local vocational teachers, or talented campers. Designs for "Handmade Low-Cost Home Equipment" available for demonstrations and for distribution. Follow up workshop demonstration week with series	Posters (pictures) Drawings of Designs Demonstration Materials such as: Scrap lumber Boxes Crates Kegs Barrels Oil cans Coffee cans Wooden bowls Straw Reed	See references on page 50 and above--also, Region 8, bulletin 157, U. S. Dept. of Agri, Farm Security Administration; "Something Out of Nothing", WPA State Office, San Antonio, Texas

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
V. Continued work and serving table out of scrap lumber, goods boxes, etc. Convert kegs into table and utility seating stools or make a bench for living area and dining area dual use Handmade service mats Handmade serving dishes and tools improvised from available resources	of planned neighborhood demonstrations led by campers who received instructions from trained and skilled people. Demonstrations: Tables Chairs, benches, stools Divans Beds Dishes, knives, forks Kitchen utensils	Glass jars Glass bottles, etc.	
3. Other conveniences and comforts conducive to health and well-being of migratory families (1) Closets and storage spaces for clothes, food, and bedding (2) Refrigeration or cooling system--ice box and iceless cooler (3) Kitchen cabinets and utensils--shelves, cupboards, dutch oven, fireless cooker, baking pans, roaster, garbage cans (4) Minor furnishings--rugs, curtains, linens	Group discussion to study designs for home conveniences and possibilities within the income of migratory families. Demonstrations: improvised clothes closets; portable food storage; cabinets and shelves; improvised containers for daily and weekly food storage; milk cooling system and homemade icebox; miscellaneous kitchen utensils. Community Hall display of completed articles; home and shelter tour to observe convenient arrangements	Pictures and diagrams in poster form prepared by home economist from reference material and through council with skilled workmen. Demonstration materials Exhibit of completed articles well labeled as to cost	"Closets and Storage Spaces", Farmers' Bulletin, No. 1865, U. S. Dept. of Agri.; See references page 50 and 51--also above; service circulars, Region 8, Farm Security Administration; Region 8, Bulletin 216, Farm Security Administration; "Homemade Fireless Cookers", U. S. Dept. of Agriculture, Bureau of Home Economics, Washington, D. C.; "From Rags to Rugs", leaflet B-77, 1941, Tx. St. Extension Service

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
VI. Recreation in the Home			
A. What inexpensive toys can be provided in the home?			"Children and You", Eva Knox Evans, USDA, Farm Security Administration
1. For the infant	Explain that old pie pans and spoon serve as effectively as noise makers as expensive fragile rattlers Demonstrate making of beads, rattlers, dolls, etc, from empty spools.	Old pie pans, spools, spoons, pots and pans	"Directions for Making Homemade Toys", HE925, Oregon State College, Extension Service, Home Economics; "Book One-A Primer in Handicraft and Art", Community Program Service, Extension Service, Kansas State College, Manhattan, Kansas; "Homemade Games and Handicraft Projects", Agricultural Extension Service, New Mexico, A & M College
2. For the small child	Push and pull toys and some with weight useful in developing child's muscles; hammering toys, etc. useful in developing coordination. Matching colors useful in developing color sense and powers of observations. Illustrate or have group make stuffed dolls, hobby horse, nest of cans, construction blocks, hammering block game. Visit nursery school during play periods	Apple boxes, empty nail kegs, tin cans, scraps of lumber, spools, scrap books made from pictures cut from magazines, cheese boxes, clothes pins, stuffed dolls, broom handles, etc.	
3. For older children and adults	Horseshoes, marbles, stilts, jumping rope, softball, dodo, dominoes checkers, Chinese checkers. Teach new types of marble games and games to be played with dominoes	Discarded horseshoes, marbles, plywood boards, spools, odd lengths of lumber	"Family Fun," Series I, No. 37, Community Program Service, Kansas State College, Manhatton, Kansas; "Homemade Games and Handicraft Projects,"

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
VI. Continued	checkers, softball, etc. Demonstrate making of homemade checker sets from plywood, cardboard and spools. Demonstrate making of chinese checkers and other marble game sets.		Agricultural Extension Service, New Mexico A & M College; "Homemade Games", Recreation Circular No. 1, University of Connecticut; "Fifty Thrifty Crafts for Recreation", Federal Works Agency, Works Progress Administration of Maryland, Division of Recreation, Univ. of Md. "Handbook for Recreation Leaders", Ella Gardner, Children's Bureau, U. S. Dept. of Labor, Publication No. 231; "Family Fun", Series 1, No. 37, Community Program Service, Extension Service, Kansas State College, Manhatton, Kansas "An Outline Guide in Arts and Crafts Activities at Different Age Levels," Frank A. Staples, National Recreation Association, 315 Fourth Ave., New York City.
B. Games for all ages	Play games during recreation period	Suggested games: Inventory, alphabet, teakettle, hopscotch, match darts, jar ring toss, bingo, etc.	
C. Arts and crafts for all ages 1. 3--5 years 2. 6--9 years 3. 10--13 years 4. 14 and older	Explain values of these activities for various age groups--drawing and woodwork, knitting and needlework	Chalk, crayon and pencil; softwood for making games, puzzles, etc. Hammer, saw and paint brush tools needed; making of aeroplanes, toys and simple furniture; yarn for making useful personal items and gifts.	
D. Hobbies	Make collections and illustrate mounting of collections such as stamps postmarks, rocks, wild flowers, tree leaves,	Construction paper, tape, old magazines, envelopes,	

PROBLEMS	EXPERIENCES AND ACTIVITIES	TEACHING AIDS AND ILLUSTRATIVE MATERIAL	REFERENCES
VI. Continued	recipes, poems, and pictures. Hold hobby show--illustrate making of scrap books.	paste and scissors	"South Carolina Recreation Schools, Jan.,Feb., 1940, Agricultural Extension Service, Clenson, S.C.; "Singing Games", Leaflet No. 187, Extension Service, Mass. St. College, Amherst, Mass.; "Songs", A. D. Zanzig, Extension Bulletin 298, Cornell University, Itasca, N.Y.; "First Year Music Appreciation for Homemaker's Clubs", Harlan Randall, Bulletin No.77, Extension Service, University of Md., College Park, Md.; "Second Year Music Appreciation for Homemaker's Clubs, "Harlan Randall, Bulletin No. 82, Extension Service, Univ. of Md. "Music Games," G.L. Herrington, Agri. Ext. Service, Knoxville, Tenn.; "Quadrilles", Lawrence V. Lay, Mass. St. College; "Rural Leadership Training Course in Recreation", St. College of Wash. & Nat'l Recreation Assoc. Cooperating, Pullman, Wash.
E. Singing	Conduct group singing	Collection of songs	
F. Folk dancing	During recreation periods have folk dances	Record playing machine and records or piano and music	

SUGGESTED TEACHING METHODS

The educational program outlined on the preceding pages is a suggestion of topics, experiences and materials which might be used in helping migratory farm workers to learn the essentials of home nursing and every day health and welfare for the family. Neither the suggested subject matter nor the methods should be considered mandatory or all inclusive. They are suggestions based on the experience of others and should be so treated.

Most teachers in formal educational institutions use the lecture and the recitation exclusively. While the lecture may be retained, the recitation has little part to play in an educational program for migratory workers. When the lecture is retained, as it must be in handling certain type subjects, it should be prepared with utmost care and should never last for more than 30 minutes, preferably for less than 20. A safe rule to apply would be: Never use the lecture when another method of presenting the information could be used.

The lecture appeals only to the ear of the student. Other methods can be utilized which appeal to the eye. For example, a well-planned poster, diagram or chart often gets a point over most effectively with the use of relatively few words. To be most effective the poster, diagram or chart must apply to the every day life of the people who view it. Some subjects lend themselves to dramatization but it would not be true to say that every poster must be dramatic to be effective.

Numerous State, Federal and Educational agencies issue films on health and welfare subjects. A number of the films are excellent but should be chosen with discrimination in order that they may fit into the entire educational program.

Not only should an approach be made to the ear and eye of the adult student but he should actually participate in the teaching process. He may do this by assisting in the preparation of charts, diagrams, and posters; but participating in demonstrations and skits; and by taking part in group discussions as a leader or member of a discussion group.

Those demonstrations are best in which the teacher takes no part other than as the director of the production. The skit as a teaching technique is a refined demonstration in which the words and actions have been memorized. While the preparation of the skit is difficult, its infrequent use will pay ample dividends. The participants will thoroughly assimilate the information while those in the audience will follow the lesson more closely.

It goes without saying that the constant use of any one method is monotonous. Programs from meeting to meeting should be varied in order that interest may be maintained. A few dull lectures or demonstrations will kill the best program.

As a safety value against monotony, it is recommended that the group discussion method be utilized to the fullest. It has been found to be the most effective method of the adult education movement.

It is a most logical method since everyone may participate in studying the problems, in examining possible solutions and in arriving at decisions. The group discussion should be as informal as possible. If the group is small, seats should be arranged so that all can face each other. The seating should be as comfortable as possible, although the group should be as compact as comfort will permit. Everyone should be made to feel a part of the group and none should be left seated apart; all should be encouraged to participate in the discussion. If the group is too large for such seating arrangements and for participation by everyone, one of the following methods may be used:

Panel: The panel, in which not more than 5 or 6 people are chosen to sit in a half circle in front of the audience and conduct an informal discussion, has become popular. The chairman chosen for the panel must keep members from making speeches, but must also see that they speak clearly and loudly enough to be heard by all of the audience. As with other forms of discussion, the chairman must keep the members on the topic, and after a brief give-and-take among the panel members, he must encourage members of the audience to take part.

Forum: The forum discussion uses a speaker, followed by questions from the audience and a discussion of the issues raised.

Quiz: A quiz type of discussion may be used in which the chairman questions several people on the issue as a means of getting people from the audience to take part. Questions may be handed to several in advance of the meeting, usually to those having some facts or opinions on the problem to be discussed.

Symposium: A symposium is similar to a panel. Several people make statements of fact or opinion on various phases of the problem; this is then followed by a discussion.

Discussion can be had in any group if the subject discussed is of vital concern to the members of the group. Discussion should not be attempted on a topic about which members of the group have little knowledge, until it has been presented by a lecture, demonstration, skit or educational picture, or until the group has had an opportunity to do outside reading and study.

It goes without saying thatt the home economist or nurse should prepare as carefully to lead a group discussion as she would to deliver a lecture or direct a demonstration.

The section on recreation has been included not so much with the idea that it would be considered separately as with the idea that each study period should include a recreational period. This is of paramount importance if the interest of the group is to be maintained and if regular attendance is to be obtained.

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